

2018-2019

EPP Bachelor Performance Report

St. Augustine's

University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Saint Augustine's University (SAU) is an undergraduate, coeducational liberal arts institution affiliated with the Episcopal Church. It is fully accredited, granting degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in

1867 as Saint Augustine's Collegiate Institute by the Episcopal Church, part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed men and women. Today, its mission is to provide a healthy learning environment where students are prepared academically, socially, and spiritually in order to be equipped for leadership roles in a complex, diverse and dynamically changing world. The University is committed to offering rigorous academic programs and research opportunities at the undergraduate level to achieve its core values.

To fulfill the mission, the institution pursues excellence by developing:

- Flexible and innovative courses of study that integrate theory and practical application through experiential approaches to learning;
- Opportunities for students to apply what they learn through service learning, community service, internships, and cooperative education;
- Purposeful and individualized programs of study for non-traditional students, through preparation for a career change or re-entry into the work force;
- Knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs to prepare students for the global society.

The institution's core competency-based general education program supports the University's mission by "ensuring that its graduates are proficient in the core competencies of: communication; critical thinking; identity; wellness; civic engagement; global perspective, servant leadership/teamwork; and innovation, creativity, and artistic literacy, culminating with a capstone course or experience."

The University's main campus is located in Raleigh, North Carolina, the capital of the state. The University Chapel, Saint Agnes Hall, and Taylor Hall are registered historic landmarks. Saint Augustine's University was the first historically black college in the nation to have its own on-campus commercial radio and television stations: WAUG-AM750 and WAUG-TV68 (cable channel 168). The student enrollment at the University includes students from North Carolina and all other states, the District of Columbia, the U.S. Virgin Islands, and several foreign

countries. The University has accreditation with the Southern Association of Colleges and Schools Commission on Colleges. The Department of Education's Elementary Education and Health and Physical Education programs are approved by the North Carolina Department of Public Instruction.

Special Characteristics

The Department of Education at Saint Augustine's University is dedicated to preparing students for advancement toward careers in education in elementary education and health and physical education. The Department's mission is to produce collaborative educational leaders who model best practices in their classroom, and who demonstrate efforts to effectively improve education for all learners.

Program Areas and Levels Offered

The Department of Education at Saint Augustine's University offers only two undergraduate degree programs. Those programs are K-6 Elementary Education and K-12 Health and Physical Education.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Students are required to take a course Exceptionalities among Learners. In this course, there is specific emphasis for our pre-service students to treat all students, including students with disabilities, as capable learners who are entitled to high-quality instruction and access to challenging content that fully prepares them for careers and postsecondary education. Strategies are discussed regarding the 13 special education areas from IDEA. Students also complete 10 observation hours in the course.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Students are required to take the courses “Language and Culture” and “Reading Across the Curriculum.” In these courses, essential knowledge for teachers includes support oral language development, explicitly teach academic english, and value cultural diversity.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning.

Students take a course Technology Literacy for Teachers. Here students are exposed to educational technology and ways it can be implemented into teaching and learning. Students will be introduced to universal design for learning and will explore ways to implement the design. Students will discuss the importance of posted lesson goals, assignment options, flexible work spaces, regular feedback, and digital and audio text.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Students take a course Technology Literacy for Teachers. Here students are exposed to educational technology and ways determine student academic impact. Focus is given to the importance of being intentional about why a technology is chosen to engage students and how one will measure it's impact on student learning.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Through EDUCA 361, Integrating the Arts into the Curriculum, candidates gain foundational knowledge about the various art forms and genres within each art form. They also investigate learning theory related to learning with, through, and about the arts and the relationship of the arts to the concept of multiple learning styles. The course offers candidates an opportunity to practically engage in a variety of art forms to build their confidence in using arts materials or the notion of arts inclusion. The candidates are required to develop, in conjunction with other methods courses, an arts integrated, thematic unit that may be used during their field experiences. The course helps candidates understand the interdisciplinary nature of knowledge and knowledge acquisition as expressed through various art media.

Explain how your program(s) and unit conduct self-study.

Program and unit outcomes are guided by and aligned with university standards and NCDPI standards. It is through these lenses that assessment data are gathered, analyzed, and disseminated to make on-going program and unit improvements. Feedback from our invested stakeholders, such as from principals in which our students conduct field experiences, provides valuable insight to the readiness of our teacher candidates and graduates. This self-study is even now a work in progress, as we assess the fidelity to which the self-study is conducted, utilized and disseminated.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

There are field experiences built into six of the eight university semesters of the Course of Study that took effect in the Fall of 2016. These field experiences begin in the Freshman year culminating with student teaching in the Senior year. The following chart outlines the courses with field experiences:

Student Year	Semester	Course Name	Course Number	Field Experience Hours
Freshman	Spring	EDUCA 114	Bridge to Teaching and Learning	10
Sophomore	Fall	EDUCA 235	Exceptionalities	10
Junior	Fall	EDUCA 323	Elementary Reading	10

			Instruction	
Junior	Fall	EDUCA 328	Classroom Management and Behavioral Analysis	40
Junior	Spring	EDUCA 329	Curriculum and Instruction	10
Senior	Fall	EDUCA 451	Action Research and Directed Field Experience	40
Senior	Spring	EDUCA 461	Student Teaching and Leadership	550

The field placements have occurred at the following locations for the past few years: Bugg Elementary School, Poe Elementary School, Powell Elementary School, and Torchlight Charter School. Therefore, some students have had field based experiences at a low performing school.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

If the teacher candidate student teaches in the fall, he/she is present for several workdays as well as the first day of the academic year of the elementary school. If the teacher candidate student teaches in the spring, he/she is present for some of the end of year activities. However, graduation occurs prior to the actual end of the elementary school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bugg Elementary School - Wake County Public School System
Start and End Dates	August 15, 2017 - May 10, 2018
Priorities Identified in Collaboration with LEAs/Schools	Renew collaboration for Saint Augustine's University education majors to mentor students at the elementary school. Students will also be encouraged to participate in the school's initiative of Bugg in a Book. This initiative allows students to support the importance of literacy.
Number of Participants	1

Activities and/or Programs Implemented to Address the Priorities	Bugg Elementary School will report back the developmental states of the literacy initiative.
Summary of the Outcome of the Activities and/or Programs	Outcomes to be determined in the 2018-2019 school year

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	0
Female	1
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	1
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	0
Multi-Racial	0
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC	PC	LC
LC Completed program and applied for license						
Prekindergarten						

Elementary						
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total						

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	St Augustine	N/A		
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	78
Durham Public Schools	19
Vance County Schools	12
Charlotte-Mecklenburg Schools	11
Nash-Rocky Mount Schools	10
Cumberland County Schools	7
Winston Salem / Forsyth County Schools	6
Guilford County Schools	6
Wayne County Public Schools	6
Johnston County Public Schools	5

F. Quality of students admitted to programs during report year.

None admitted this year

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	1	1	1	*	1	*	1	*
Institution	1	1	1	*	1	*	1	*

Summary							
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>							

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	2	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	2
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	0	0

J. Field Supervisors to Students Ratio (include both internships and residencies)

K. Teacher Effectiveness

Institution: St. Augustines College
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this

institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	N/A	N/A
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet	Meets	Exceeds	Sample Size	Missing		

	Expected Growth	Expected Growth	Expected Growth			
Inst. Level:	N/A	N/A	N/A	N/A	N/A	
State Level:	22.0%	64.7%	13.0%	6,228	3,076	